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| **Content Area** | **6th grade Social Studies** | | |
| **Grade/Course** | **6th** | | |
| **Unit of Study** | **Cultural Characteristics of Europe; European Exploration; Benchmark Review** | | |
| **Instructional Period** | **6th Social Studies** | | |
| **Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.** | | | |
| **SS6H6 The student will analyze the impact of European exploration and colonization on various**  **world regions.**  a. Identify the causes of European exploration and colonization; include religion, natural resources,  a market for goods, and the contributions of Prince Henry the Navigator.  b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas.  c. Trace the colonization of Australia by the United Kingdom.  d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI. | | | |
| **List Behaviors**  **(what students should be able to do; focus on verbs)** | **List Content**  **(what students should know; focus on concepts)** | **Determine DOK**  **(align to instruction and assessment)** | |
| **Ask, answer, describe, write, recount, demonstrate, identify and locate** | *Describe the cultural characteristic s of Europe*  Analyze the impact of European exploration and colonization on various  world regions.  *\*\*Review Standards for Benchmark—highlighted in blue*  **Common Core Connection: ELACC6-8RH7** Students will integrate visual information with other information in print or digital texts. | **DOK Levels** | **DOK Ceiling** |
| **Cause and Effect**  **Create**  **Compare**  **Organize**  **Summarize**  **Differentiate**  **Critique** | **3** |

**Pre-Planning Worksheet**

**TAPS 1, 2**

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| **DOK Level**  **TAPS 2, 3, 4, 5** | **Possible Aligned Activities and Questions** | **Resources**  **(on/offline)** |
| **2** | * How does the physical geography of Europe contribute to its culture? * Why are people attracted to certain regions in which to live? | Textbooks, computer, primary and secondary resources   * On a blank map, identify physical features and countries of Europe.   [Europe Maps- World Atlas.com](http://worldatlas.com/aatlas/world.htm)  Geographic Resources: Sites for online maps   * Outline Maps and Map Tests- Maps provided by: [www.worldatlas.com](file:///C:\Users\User\Downloads\www.worldatlas.com) * Physical Maps- Maps provided by   <http://www.freeworldmaps.net>   * Regional Maps- CIA Factbook   <https://www.cia.gov/library/publications/the-world-factbook/>   * Extensive Map Collection- provided by The University of Texas.   <http://www.lib.utexas.edu/maps/map_sites/hist_sites.html#europe> |
| **2-3** | How do location, climate, and natural resources affect where people live and how they trade?  How do the factors of climate, access to water, and natural resources affect where Europeans choose to live and work? | Textbooks, computer, primary and secondary resources; powerpoint presentation  [Geo. of the World-Europe: Land and Resources Video- GPB](http://gpb.unitedstreaming.com/search/assetDetail.cfm?guidAssetId=8791BCED-9250-4CF3-9E40-0B4072617D7A) |
| **2** | How did Prince Henry the Navigator impact European Exploration and Navigation? | Textbooks, computer, primary and secondary resources:  [Geo. of the World-Europe: Land and Resources Video- GPB](http://gpb.unitedstreaming.com/search/assetDetail.cfm?guidAssetId=8791BCED-9250-4CF3-9E40-0B4072617D7A) |
| **2** | * Where did the UK, Portugal, Spain, England, and France colonize in Asia, Africa, and the Americas? Why did they choose these areas to colonize? | Textbooks, computer, primary and secondary resources: |
| **2** | * How does religion affect culture? * Why do societies have cultural conflict? | Textbooks, computer, primary and secondary resources: |
| **2** | * What cultural conflicts have you seen within your school and the United States? * How can government actions (i.e. laws) affect the culture of a society? | Textbooks, computer, primary and secondary resources: |
| **DOK Level**  **TAPS 2, 3, 4, 5** | **Possible Aligned Assessment Items/Tasks** | **Resources**  **(on/offline)** |
| **3** | Examine a population density/physical/natural resource map of Europe. Compare the two maps, especially around the oceans and seas. Students need to locate the mountains and river systems to determine how physical features impact where people live. | Media Center research materials; atlas; online and physical textbook; internet. |
| **3** | * How did European Empire Building lead to WWI? | Media Center research materials; atlas; online and physical textbook; internet |
| **3** | * Students will examine a Religion; language and literacy map of Europe; students will create a graphic organizer based on the information. | Textbooks, computer, primary and secondary resources: |
| **3** | * Students will complete choice activity on Exploration after notes—choose between a writing; art and/or performance. | Textbooks, computer, primary and secondary resources: |
| **3** | * Students will complete frayer model on vocabulary—define, sentence and picture; Vocabulary listed below | Textbooks, computer, primary and secondary resources: |

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| **Standards (Primary)** | | | | **DOK (Ceiling)** | | | **Integrated** | |
| All Enduring Understandings | | | | 2-4 | | |  | |
| **KNOW/UNDERSTAND** | **Essential Question/Enduring Understanding:**  **TAPS 2, 3**  See above in possible aligned activities | | | | | | | |
| **KNOWLEDGE & SKILLS**  (Key Vocabulary) | | | | | | | |
| **Vocabulary- Tier 1**  ***Words using to teach Tiers 2-3***   * physical features * Danube River * Rhine River * English Channel * Mediterranean Sea * European Plain * Alps * Pyrenees * Ural Mountains * Iberian Peninsula * Scandinavian Peninsula * Belgium * France * Germany * Italy * Poland * Russia * Spain * Ukraine * United Kingdom | | **Vocabulary Tier 2**  ***Academic vocabulary across content-areas***   * Acid rain (in Germany) * Air pollution (in U.K.) * Nuclear disaster (in Chernobyl, Ukraine) * Chernobyl, Ukraine * Atmosphere * Land evacuation * Cancer * Radioactive * Radiation * Air currents * Population density * Maps * Population density map * Climate map * Natural resource map * Physical map * Siberia * Religion * Ports * Christianity * Judaism * Islam * Pillars * Holy Book * Beliefs * Culture * Exploration * Colonization; * Prince Henry the Navigator. * empire * Africa * Asia * WWI. | | | **Vocabulary Tier 3**  ***Content-specific, domain-specific***   * Permanently frozen * Inhibits * Sea lanes * Formidable obstacles * Terrain * Vegetation * Contamination * Sulfur deposits * Power stations (industry and power generation) * Vehicle emissions * Permanently frozen * Inhibits * Sea lanes * Formidable obstacles * Terrain   **TAPS 2, 3, 5** | | |
| **Pre-assessment to Inform Instruction**  Think-Pair-Share  KWL  Close Reading  Partner Reading | | | | | | | |
| **Assessment for Learning** or **Assessment of Learning**  Enduring Understanding Assessment  Students will identify all parts of Enduring Understandings and create a written response  **TAPS 2, 3, 4** | | | | | | | |
| **DO** |  | **Content** | | | **Process** | | | **Product** |
| **Advanced** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led | | | Complete choice tasks—individual and collaborative |
| **Ready** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led with some support when needed. | | | Complete choice tasks—individual and collaborative |
| **Need Prerequisites** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to. | | | Students will complete assignments based on inquiry and individualized learning and instruction; teacher will assist; however, will allow for individual progress once students reaches understanding of topic. | | | Complete choice tasks—individual and collaborative  These will be guided and more teacher assisted |
| **Steps to Deliver the Lesson Using WICOR** https://my.avid.org/_images/helper_mascot.pngAVID®  **TAPS 2, 3, 5, 6, 8** | | | | | | | | |
| **Engage**  (Hook, introduction to lesson concepts)  ***WICOR:*** | **Mini-Lesson**  Think-Pair-Share  KWL  Close Reading  Partner Reading | | | | | | | |
| **Explore/Explain**  (teaching content all students need to know, understand and be able to do as determined by unpacked standard)  ***WICOR:*** | Teacher will introduce; explain and analyze PowerPoint/video or presentation, students will use primary and secondary sources to complete assignments.  Students will write a response to the assigned topic  Students will create their own questions to the reading and writing assigned topics and explain in their own words  Students will collaborate with peers their responses, and as well as activities assigned and/or chosen to complete  Students are to write their assignments in their agendas and ask for clarification when needed for organization  Students are assigned reading tasks from various primary and secondary sources | | | | | | | |
| **Enrich/Elaborate**  (differentiation of process )  ***WICOR:*** | .  Students will complete a choice task based on their chosen level of rigor  Students will also engage in using various graphic organizers to engage in the process of learning (ex: Exploration Graphic Organizer—conflict/change and cause/effect) | | | | | | | |
| **Evaluation**  (Formative assessment)  ***WICOR:*** | Students will be assigned a multiple choice and written response assessment | | | | | | | |
| **Resources** | Media Center research materials, internet  Textbooks, computer, primary and secondary resources  Online atlas; online textbook | | | | | | | |

**Monday-**

Benchmark Review: Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator.

\*\*Notes, graphic organizer and Vocabulary Classwork/Homework.

Homework: Study

**Tuesday-**

**Benchmark Review Activity Part II:** Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator. Including Geography, Culture, Language and Religion

Homework: Complete Classwork/Choice Task Completion

**Wednesday: Review Stations part II (students choose 5/6):**

1. [Language diversity comparing: German, English, Russian, French, and Italian.](https://rockdale.schoolnet.com/StandardDetail.aspx?content_id=f5348990-7576-11dd-a599-2a049dff4b22&referrer=~%2FAlign%2FMaterialDetail.aspx%3Fcontent_id%3Dca0107ba-9dc3-49e0-8f90-02cc6e0d3770%26referrer%3D~%252FAlign%252Fsearch.aspx)
2. European Exploration
3. Europe Map
4. Gross Domestic Product, Literacy Rate and GDP
5. Environmental Issues in Europe
6. Religions

Homework: Summary of Gross Domestic Product, Literacy Rate and GDP

**Thursday and Friday:** NHD Review of Thesis and Category Choice